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ABSTRACT

Eight activities are designed to help high school students learn about equal education and employment opportunities and expand their life roles. Introducing the unit are a knowledge quiz, which helps students analyze their attitudes about work, family, and sex stereotyping, and a work force quiz, which helps them increase their awareness of the importance of women in the work force. In another activity, in which female students respond to a "Cinderella" story and male students to a "Prince Charming" story, their awareness of stereotyped role expectations is enhanced. In determining household responsibilities in the fourth activity, students assign bathroom, kitchen, bedroom, and living room chores to either one or both sexes. An "I Can Do Anything" worksheet lists occupations for students to label as appropriate for either male or female. Students also analyze a typical lifetime in terms of time devoted to education and work. An analysis of alternative lifestyles features scenarios in which divorced working parents contemplate joint custody, a long-married couple considers having children, and a spouse's elderly mother can no longer care for herself. The final activity is a teacher checklist to determine the extent of sex equity in the classroom and in textbooks. (KC)

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EXPANDING ROLES THROUGH FAMILY LIFE EDUCATION:

SIMULATION STRATEGIES ON EQUITY PRINCIPLES

October, 1982

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Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 13-16, 1982).

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Expanding Roles Through Family Life Education:

Simulation Strategies on Equity Principles

In recent years, a commitment to equity has become an increasingly important feature of American education. However, equal education and employment opportunities for all have not been fully realized.

Teachers of family life education have a golden opportunity to provide educational programs which will equip young people with life skills and work skills. Young people in classrooms and in the community can be prepared for today and the future by learning life skills and employment skills which will equip them to function as competent individuals in the family and on the job.

These strategies are designed to teach young people that their roles can be expanded. By becoming cognizant of the need for role expansion through simulation strategies, participants will learn about equal education and employment opportunities. These strategies can be used in a formal school setting or in an informal environment. All of the attached strategies have been used with young people and have been effective.

KNOWLEDGE QUIZ

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PROJECT MOVE,
Community Service Education
College of Human Ecology
Cornell University

Instructions: The following are either true or false statements about work, families and sex stereotyping. Please circle the T for each one you believe is True and F if you believe the statement is false.

T F 1. A majority of woman work because of economic need.

T F 2. Women have a much higher absentee rate from their jobs than men.

T F 3. Males tend to have more difficulty than females in expanding their roles beyond traditional expectations.

T F 4. The majority of families are supported solely by the father's income.

T F 5. The average woman worker is slightly less educated than the average man worker.

T F 6. More young men than young women believe the woman's place is in the home.

T F 7. Today more than half of all women between 18 and 64 years of age are in the labor force.

T F 8. The single woman is usually employed for 40 or less years.

T F 9. The average age at which young people marry today has not changed considerably in the past 15 years.

T F 10. A majority of women who leave work to have children return to work.

T F 11. Women change jobs more often than men.

T F 12. From 1970 to 1976, there was a 33 per cent increase in households maintained only by women.

T F 13. Most unemployed men do not have the education or the skills to qualify for many of the jobs held by women.

T F 14. The average number of people per household today is four people.

T F 15. Employed women are offered fewer positions of responsibility than employed men.

T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.

T F 17. The employment of mothers leads to juvenile delinquency among their young children.

T F 18. In 1976, one out of every five children under eighteen years of age lived in one-parent families.

T F 19. Most men who have worked for women supervisors do not complain about working for a woman.

T F 20. The average woman worker earns less than three-fifths of what the average man worker does, even when each works full time.

Project MOVE
Community Service Education
College of Human Ecology
Cornell University

Answers to Knowledge Quiz

1. T A majority of women work because of economic need.

   Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3000 a year. Another 4.7 million had husbands with incomes between $3000 and $7000. The Bureau of Labor Statistics estimate for a low standard of living for an urban family or four was $7386 in autumn 1972. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

2. F Women have a much higher absentee rate from their jobs.

   A Public Health Service study of worktime lost by persons 17 years of age and over because of illness or injury shows an average of 5.6 days lost by women and 5.3 days lost by men during the calendar year in 1967. Significant differences were noted between men and women in the amount of time lost because of acute or chronic illness. Women lost an average of 3.7 workdays because of acute illness, whereas men averaged just 3.3 days away from work for this reason. On the other hand, men were more likely than women to be absent because of chronic conditions such as heart trouble, arthritis, rheumatism and orthopedic impairment. -U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

3. T Males tend to have more difficulty in expanding their roles beyond traditional ones than females do.

   Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways. There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype. It appears to be more difficult for males than females to unlearn stereotyped behaviors. -Mussen, P.H. "Long-term Consequences of Masculinity on Interests in Adolescents." Journal of Consulting Psychology, 1962.

4. F The majority of families are supported solely by the father's income.

   In a survey conducted in 1972, the husband was the only wage earner in less than 3 out of 8 husband-wife families. In 495 of husband-wife families, both husband and wife were wage earners. Only 36% were supported solely by the husband's income. -U.S. Dept. of Commerce, Bureau of the Census, 1975.

5. F The average woman worker is slightly less educated than the average man worker.

Between men and women workers, the gap in average (mean) years of schooling completed has been narrowing and has almost disappeared. By 1973 the corresponding means were 12.1 among women workers and 12.0 among men workers. A smaller proportion of women workers than of men were in the lowest educational groups. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1975.

6. T More young men than young women believe the woman's place is in the home.

Survey research indicates that more adolescent males than adolescent females believe homemaking and child rearing are the responsibilities of women and that "a woman's place is in the home." -Entwisle, D.R. and Greenburger, E. "A Survey of Cognitive Styles in Maryland Ninth Graders: IV Views of Women's Roles," Psychological Abstracts, 1971 and Youth, 1976, N.Y., Educational Services, American Council of Life Insurance, 1976.

7. T Today more than half of all women between 18 and 64 years of age are in the labor force.

54% of all women 18-64 years of age are in the labor force. Statistics also indicate that more than 60% of all women between the ages of 20 and 24 are participating in the labor force. Up to the age of 55 at least 50% of all women are participating in the work force. The trend is for younger women to join the labor force at an earlier age. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1974.

8. F The single woman is usually employed for 40 years or less.

The expected work life of a woman is closely related to her marital status and the number of children she has. In the large group of women who enter the labor force by age 20, the relatively small number who never marry have a worklife expectancy of 45 years. This is about 10 years longer than for those women in the group who marry but have no children and about 2 to 3 years longer than for those who become widowed or divorced. -U.S. Dept. of Labor, Wage and Labor Standards Administration, Women's Bureau, 1969.

9. F The average age at which young people marry today has not changed significantly in the past 15 years.

The median age at which young people marry is changing, particularly among young women. By 1976, 72% of 19-year-old girls were single as compared to 60% in 1960. Among 20 to 24 year olds of both sexes, more than 62% of the males and 42%

of the females were single in 1976, compared to 53% of males and 28% of females in 1960. -U.S. Bureau of the Census, "Marital Status and Living Arrangements: 1976," Series P-20, No. 306, Washington, D.C.: Government Printing Office.

10. T A majority of women who leave work to have children return to work.

In 1974, 54% of 15.8 million mothers of children 6 to 17 were in the work force. This figure would have been higher if included were mothers who return to the labor force after their children had grown up or passed the age of 18. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1975.

11. F Women change jobs more often than men.

The worklife pattern of women - with many working for a few years after school, leaving the labor force for marriage, and particularly childbearing, and returning to the labor force after their children are grown or reach school age - would tend to increase their labor force turnover. Some studies have indicated that turnover rates for women are higher than those for men. However, it can be argued that comparison of the overall difference in women's and men's rates of labor force turnover fails to take account of the influence of skill level of the job and length of service with employer, and the level of pay for the job or occupation. Comparisons of the absenteeism and labor turnover rates of women and men need to be related to those of women and men in comparable jobs and circumstances if they are to be meaningful. -U.S. Dept. of Labor, Bureau of Labor Statistics, 1968.

12. T From 1970 to 1976, there was a 33% increase in households maintained only by women.

There was a 33% increase in households maintained only by women, from 1970 to 1976. -U.S. Bureau of the Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C.: Government Printing Office.

13. T Most unemployed men do not have the education or the skill to quality for many of the jobs held by women.

If all the married women, which does not include single working women, stayed home and unemployed men were placed in their jobs, there would still be 17.3 million unfilled jobs. However, most unemployed men do not have the education or the skills to qualify for many of the skilled jobs held by working women, such as secretaries, teachers, nurses and clerical workers. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

14. F The average number of people per household today is 4 people.

In 1960, the average household had 3.3 people, and in 1976, 2.9 people. This figure is expected to continue to decline

because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. -U.S. Bureau of the Census, "Households and Families by Type: 1976," Series P-20, No. 296, Washington, D.C., Government Printing Office.

15. T Employed women are offered fewer positions of responsibility than employed men.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973.

16. F When wives work outside the home, their husbands spend significantly more time on household chores.

A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed ones, but considerably more time than husbands. Both males and females continue in traditional roles though more females than males are assuming additional roles. -The General Mills American Family Report 1976-1977: Raising Children in a Changing Society. Minneapolis, Minn.: General Mills, Inc. 1977 and Walker, K.E. "Homemaking Still Takes Time." Journal of Home Economics, 1969, 61, 8.

17. F The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973.

18. T In 1976, one out of every five children under eighteen years of age lived in one-parent families.

In 1976, only 4 out of 5 (80%) of all children under 18 lived with two parents (at least one of whom was a natural parent)

compared to 88% in 1960. The decline was greater among blacks, with less than half living with two parents in 1976. Of the 20% who did not live with two parents, most were living with their mothers. -U.S. Bureau of the Census, 1976 Statistical Abstract of the U.S., Washington, D.C.: Government Printing Office.

19. T Most men who have worked for women supervisors do not complain about working for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1974.

20. T The average woman worker earns less than three-fifths of what the average man worker does, even when each works full-time.

Women who worked full-time had median usual weekly earnings of $124 in May 1974. This was about 61% of the $204 reported for men. Between May 1967 and 1974, the median weekly earnings of women, in current dollars, increased by about 59% - from $78 to $124. However, when the effects of price changes are removed (the Consumer Price Index rose by about 46% between May 1967 and 1974), the rise in weekly earnings was relatively slow. For example, when measured in dollars of constant (1967) purchasing power, median weekly earnings of full-time women increased by about 11% (in constant dollars) during the same period. The gap between women's and men's earnings widened slightly between 1967 and 1974. In 1967 women's usual earnings were more than 62% of men's; in 1974 they were less than 61%. -U.S. Dept. of Labor, Employment Standards Administration, Women's Bureau, 1973.

WORK FORCE QUIZ

1) _____ Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

2) _____ A majority of women work because of economic need.

3) _____ Women have a much higher absentee rate from their jobs.

4) _____ Recently, more women are leaving work for marriage and children.

5) _____ Job requirements are usually unrelated to sex.

6) _____ The sole supporter for the majority of families is male.

7) _____ The average woman worker is slightly less educated than the average man worker.

8) _____ Fully employed women who are high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

9) _____ Today more than half of all women between 18 and 64 years of age are in the labor force.

10) _____ A majority of women who leave work to have children never return to their job.

11) _____ The single woman usually works less than 25 years in the labor force.

12) _____ Women have a much higher turnover rate in labor than men.

13) _____ Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

14) _____ Less women are offered positions of responsibility than men.

15) _____ The employment of mothers leads to juvenile delinquency.

16) _____ Most men who have worked for women supervisors do not complain about working for a woman.

17) _____ The number of working mothers who have children under 18 has not increased since 1940.

18) _____ The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

Farris, C.J. Expanding Adolescent Role Expectations. Ithaca: Community Service Education Department, New York State College of Human Ecology, 1977.

3. WORK FORCE QUIZ

Purpose:

To increase student awareness of the importance and extent of women in the work force.

Materials:

Student activity sheet and the U.S. Department of Labor fact sheets "Twenty Facts on Women Workers" and "The Myth and the Reality", from the section on the labor force.

Procedure:

Students may be asked to complete the activity sheet in any of the following ways:

1) As an introduction to a section on the labor force, students will not have received the answers in class and their prior knowledge and attitudes may be assessed. When completed, students may be given the fact sheets and asked to check the answers themselves.

2) As an exercise during a unit on the labor force, students may be given both fact sheets and the worksheet and asked to read the fact sheets and complete the worksheet.

3) As a final evaluation for a unit on the labor force, students may complete the worksheet in order to check the knowledge they now hold about women in the labor force. When completed, students may be given the fact sheets and asked to check the answers themselves.

Answers:

1. T
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. F
11. F
12. F
13. T
14. T
15. F
16. T
17. F
18. T

Farris, C.J. Expanding Adolescent Role Expectations. Ithaca: Community Service Education Department, New York State College of Human Ecology, 1977.

6. ONCE UPON A TIME

Purpose:

1) To help students think about their preparedness for the world of work.

2) To create awareness of stereotyped role expectations. (This activity is not intended to be an accurate tool for measuring the ability of the student to perform in today's world. It is a kick-off activity to capture the student's interest and create initial awareness of sex-role stereotyping).

Materials:

Copy of "Cinderella" story with appropriate check-off sheet for each female student.

Copy of "Prince Charming" story and appropriate check-off sheet for each male student.

Copy of scoring.

Procedure:

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. Depending on the students reading level, the story may be read aloud to the class, or silently by each student.

After students have read the story they should complete the second sheet by checking off each item applicable to them.

When completed, ask students for their interpretation of their responses. Then read and discuss the scoring.

Scoring: FEMALES

If you checked items 1, 5, 10, 15, 20 and 25 you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that nine out of 10 high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. Wake-up! Prince Charmings are hard to come by and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thoughts to the job training available to you in high school and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you are probably very capable of managing a home but you do not think you will have to work once you are married. How wrong you are! Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

Farris, C.J. Expanding Adolescent Role Expectations. Ithaca: Community Service Education Department, New York State College of Human Ecology, 1977.

ONCE UPON A TIME (continued)

Scoring: FEMALES (continued)

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24 you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought but you still have to do some more thinking. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family, and career life. Congratulations!

Scoring: MALES

If you checked items 1, 5, 10, 15, 20 and 25 you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you don't believe in glass slippers so what are you waiting for? You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 - let's hear it for you. You are ready to take on the world. You know about all kinds of high school job training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you choose to be with a woman she will probably have a career too. You are on your way to being a liberated man. Congratulations!

Follow-up activity:

This might be the "Work Force Quiz" and/or using the Labor Force Fact Sheet.

Adapted from Equal Vocational Education project, Center for Human Resources, University of Houston, 1976.

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CINDERELLA

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

___ 1) Graduating from high school is not important.
___ 2) I'm not afraid to be the only girl in any class.
___ 3) I know how much money it takes to feed a family of four for a week.
___ 4) I stand up for myself.
___ 5) I think woman's place is in the home.
___ 6) I have career plans.
___ 7) I can wash clothes.
___ 8) I am informed about EEOC.
___ 9) I can raise children.
___10) I cannot manage money.
___11) I demand equal pay for equal work.
___12) I read newspapers and news magazines.
___13) I can list 20 different jobs open to women.
___14) I can cook.
___15) I prefer love stories and movie magazines.
___16) I have investigated <u>all</u> high school job training courses including woodworking and welding.
___17) I can fix a flat tire.
___18) I know how to care for a baby.
___19) I know about apprenticeship programs.
___20) I don't worry about the future.
___21) I can sew.
___22) I plan to have a skill before marriage so that I can always get a job.
___23) I can clean.
___24) I think I can do any job a man can do, as long as I receive the proper training.
___25) I expect to marry and expect my husband to be the breadwinner.

Farris, C.J. <u>Expanding Adolescent Role Expectations</u>. Ithaca: Community Service Education Department, New York State College of Human Ecology, 1977.

PRINCE CHARMING

Once upon a time there lived a fine young man named "Prince Charming." He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome and brave. Eventually the Queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

___ 1) I expect to be the sole breadwinner of my family.
___ 2) I can cook.
___ 3) I would teach my daughter or sister how to work on a car.
___ 4) I have investigated <u>all</u> high school job training courses including child care and nursing.
___ 5) I feel financial matters are best handled by a man.
___ 6) I know how much money it takes to feed a family of four for a week.
___ 7) I would allow my son to play with dolls.
___ 8) I can sew.
___ 9) I see girls as people not sex objects.
___10) I feel women belong in the home.
___11) I iron my own clothes.
___12) I can raise children.
___13) I know how to care for a baby.
___14) I'm not afraid to be the only guy in any class.
___15) I see women as lovely things to be admired for their beauty.
___16) I can clean.
___17) I plan to have a career outside of the home.
___18) I plan to learn to take care of myself even if I marry.
___19) I can cry and show emotions.
___20) I feel women should raise children.
___21) I feel women have as much of a need and right to a career as men do.
___22) I open doors for women because they need help.
___23) I recognize that most differences in the behavior of men and women are learned.
___24) I feel comfortable going out with an intelligent girl.
___25) I hope to marry and have a wife to stay home and take care of me.

Farris, C.J. <u>Expanding Adolescent Role Expectations</u>. Ithaca: Community Service Education Department, New York State College of Human Ecology, 1977.

15. HOUSEHOLD RESPONSIBILITIES

Purpose:

To help students explore the various ways of handling household responsibilities.

Materials:

Student activity sheet, blackboard.

Procedure:

Discuss with the students the different tasks that need to be done around a home. A list may be compiled on the board such as the following:

1. setting table	8. mending clothes	15. watering plants
2. getting meals	9. fixing appliances	16. feeding pets
3. clearing table	10. taking care of yard	17. cleaning pets
4. doing dishes	11. cleaning bathroom	18. vacuuming
5. making beds	12. doing laundry	19. dusting
6. taking out garbage	13. ironing	20. grocery shopping
7. locking up at night	14. straightening up	21. paying bills

Have the students fill in the student activity sheet with the tasks to do in each room and which household member they feel should do them. After the activity sheet is completed, discuss the students' decisions:

1) How many tasks were done by males?
2) How many tasks were done by females?
3) How many tasks could be done by both males and females?
4) How did you decide who should do which tasks?
5) What problems did you encounter?
6) Do either the males or the females in the family have more responsibilities at home? Why?
7) If you become a parent, how will you delegate household tasks to your children?
8) How many ways are there of dividing up household responsibilities? (Have the students look at each other's lists.)
9) What makes one more satisfying than another?

Alternate Procedure: for older students or for use without preceding activity.

1) List on the board all the responsibilities of two young people living in their own home or apartment.

2) Explain that both the husband and the wife are working full-time outside the home. Have the students divide the responsibilities into lists under male, female or both, and Outside Help according to who they feel should be responsible for the tasks.

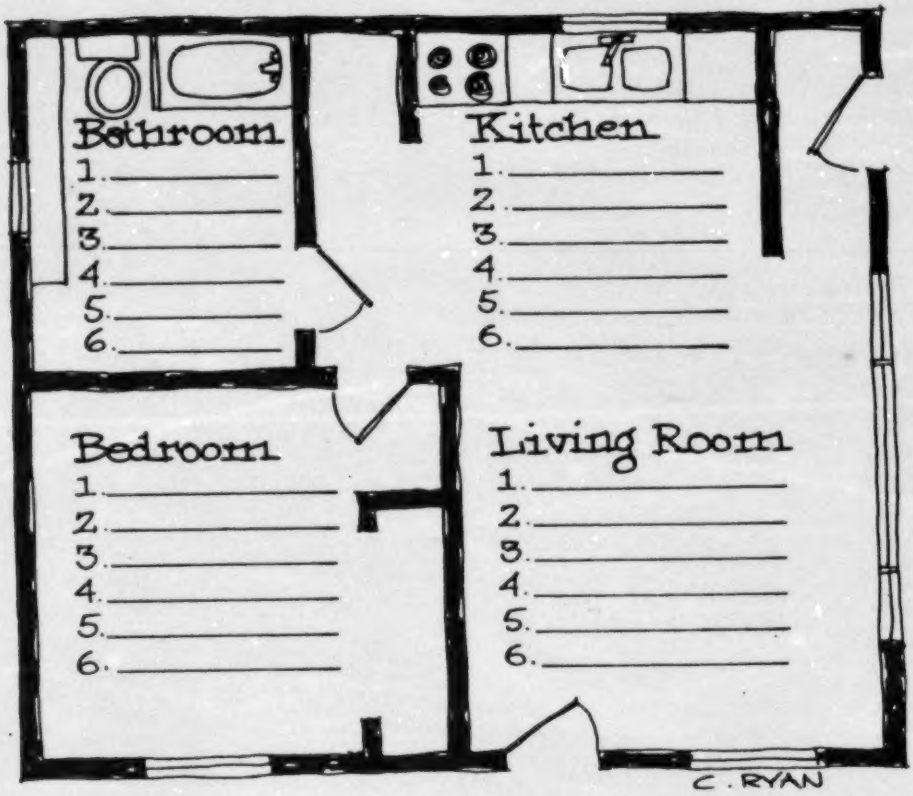
3) Divide the class in half and call one half "husbands" and the other half "wives." Then pair the students into "couples" and have each couple go through the same procedure to make four lists of household responsibilities in a way that is acceptable to both.

4) When all couples have completed their lists, follow the same discussion questions as above.

Farris, C. J. Expanding Adolescent Role Expectations. Ithaca: Community Service Education Department, New York State College of Human Ecology, 1977.

HOUSEHOLD RESPONSIBILITIES

Directions: In the house there are weekly and daily household chores. Fill in the tasks to be done in the rooms below. After each, indicate who would be responsible; i.e., wash clothes - M for male; F for female, and E for either. These can apply to children as well as to adults.



Farris, C.J. Expanding Adolescent Role Expectations. Ithaca: Community Service Education Department, New York State College of Human Ecology, 1977.

I Can Do Anything
Worksheet

(1) Look at the list of occupations below and write "M" in the blank following the occupation if your first reaction is that it is a Man's field. Write "F" if your first reaction is that it is a woman's field. There are no right or wrong answers.

Occupation	M/F	Occupation	M/F
accountant	____	language interpreter	____
actuarist	____	law enforcement officer	____
advertising executive	____	lawyer	____
aerospace engineer	____	librarian	____
architect	____	manager, business	____
archaeologist	____	mathematician	____
army major	____	medical technologist	____
artist	____	mechanical engineer	____
banker	____	minister	____
biologist	____	museumologist	____
biomedical engineer	____	musician	____
botanist	____	naval ensign	____
buyer	____	nurse	____
chemist	____	nutritionist	____
city manager	____	pharmacist	____
civil engineer	____	photographer	____
chiropracter	____	physical therapist	____
clothing designer	____	physician	____
college professor	____	physicist	____
community planner	____	politician	____
computer programmer	____	priest	____
conductor	____	producer, film	____
dean	____	psychologist	____
dentist	____	public school administrator	____
dietician	____	occupational therapist	____
editor	____	oceanographer	____
elementary teacher	____	optometrist	____
electrical engineer	____	rabbi	____
flight attendant	____	realtor	____
forester	____	recreation director	____
funeral director	____	reporter	____
guidance counselor	____	secretary	____
insurance salesperson	____	social worker	____
interior designer	____	speech therapist	____
IRS investigator	____	statistician	____
high school teacher	____	technical writer	____
historian	____	veterinarian	____

(2) Put an asterisk (*) next to the occupations that have not occurred to you for yourself before.

(3) Put a plus sign (+) next to the occupations that interest you.

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HOW LONG IS A LIFETIME?

Using each letter below as one year, and assuming a life span of seventy-two years, a "typical" lifetime would stretch out according to the following:

p = preschool years (5)
e = elementary school years (6)
j = junior high school years (3)
h = high school years (3)
c = college undergraduate years (4)
w = work (full-time) years (44)
r = retirement years (7)

ppppp eeeeee jjj hhh cccc wwww

exercise twenty-one: *2 hours*

*Alternatives — or Is There a Paradise?** 21

Purpose: To explore some of the potential stresses and strains of alternative life styles.

While role-playing a traditional lifestyle can focus on the stresses and conflicts that arise, you may decide you will be different and thus avoid the conflicts your parents suffered. However, no one lifestyle guarantees paradise. This exercise aims to give young people a greater awareness of the realities of life. Of course, no one can foresee all the circumstances that may arise but being aware of alternatives and planning for them gives a person greater self-confidence and experience when, and if, expected hardship occurs. Hopefully, some of you may be motivated to rethink your current activities and plans in order to minimize or avoid future pitfalls.

To the Leader:

1. It is the task of the group to work on the problem with the participant. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere and gives all the participants six to ten experiences in problem-solving and identification with other possible "lives" even though each has only one chance factor.
2. The leader should point out, when appropriate: An unskilled divorced mother who needs employment usually cannot find child-care facilities or housing at a price she can afford; a full-time homemaker does not need to wait until her children are grown to continue her education — she can go to school while they are in school; forty years of age is not too late to start a college education, a career or fulfilling activity since, on the average, she will live 35 more years.

*Idea from Advisory Commission on the Status of Women, State of California, 1972.

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3. Homework for fact-gathering may be necessary and desirable. For example, finding out and reporting back on the availability and cost of the various kinds of child care, what jobs and salaries are listed in help-wanted ads they could do, whether public transportation is available to specific listings, what are current housing costs, college or technical school costs, etc.

Discussion: Statistics from the U.S. Department of Labor show:

You will probably live to be 75 years of age.
You will probably marry.
You will have almost 50 years of life after your youngest child enters school.
Nine out of ten women are employed sometime during their lives.
Six out of ten women will work fulitime for up to thirty years.
Four out of ten women will be divorced.
One in ten will be widowed before she is 50.

Were you aware of these facts? Any surprises?

Procedure: ~~Keeping in mind the above facts,~~ Go around the group one at a time and —

1. Share with your group your goals for education, career, marriage and family.

2. ~~On the following pages~~ There are a number of "Chance Factors" described on cards. Pick one and read it to your group.
~~(Note to Leader: Some of these Chance Factors may be typed on slips of paper, then folded so that the participant makes a "chance" selection.)~~

3. All of you in the support group now help the participant deal with the problem described until she arrives at a solution which is satisfactory and feasible to her.

Repeat the procedure with each member of the group.

Discussion: After each person reaches a solution, can you — as a group — think of ways this situation could have been avoided or eased by early preparation?

SCENARIOS FOR DISCUSSION

Directions: These scenarios are to be used in small group discussion with "Alternatives - or is there a Paradise?"

1. Jane S. is the 40-year-old mother of two school-age children. She has returned to school to complete her doctoral degree in engineering. She is offered a high paying job in another state. Her husband is a junior high teacher and there are no jobs in that state. What are some decisions that must be made?

2. Ginny and Paul were recently divorced. Each sought joint-custody of their two children (ages 3 and 7). Both adults will be working full-time. What are their alternatives?

3. You have been working at a job you enjoy for ten years after graduation from college. You and your spouse like children and have discussed starting a family. However, you both enjoy your freedom. What do you do?

4. You are 28 and your spouse is killed in an industrial accident. You have two children, 4 years and 1 year. You have not held a job for nine years and your only income is a $50,000 insurance policy. How do you cope?

5. Your spouse's mother is 95 and in poor health. She can no longer care for herself. There are no other relatives but you and your spouse; both of you work. What do you do with Grandma? How does it change your life?

6. You marry your fiance while you are both in college. On the honeymoon you quarrel and your spouse beats you. This pattern of quarreling and beating continues and becomes more frequent. You tell your mother and she tells you that this is part of marriage. You call the police but they will not intervene in a family argument. What do you do?

HOW TO ACHIEVE SEX EQUITY IN HOME ECONOMICS PROGRAMS

By Ruth E. Martin

As a vocational home economics teacher, you are responsible for achieving sex equity in your program. A program that fosters sex equity provides male and female students with an opportunity to expand and develop their potential in various roles.

The need for guidelines to help teachers achieve sex equity is evident in recent educational legislation, federal and state vocational education priorities, numerous research studies, and in the National Institute of Education's recommendations for revising curricular materials and teaching practices. The Education Amendments of 1972 (Title IX provisions) and the Education Amendments of 1976 clearly specify that sexism in federally supported educational programs and practices is illegal.

Teachers of vocational education programs are believed to play a crucial role in promoting sex equity. And, there is quite a challenge ahead. In the words of Matilda Butter, director of the Women's Educational Equity Communications Network, "In spite of federal and state laws prohibiting discrimination on the basis of sex, and in spite of the good intentions of many individuals in education, sexism persists in elementary and secondary school systems." (1979, p.39)

How can you promote sex equity in your classroom? Guidelines have been developed as the result of a research project funded by the Research Coordinating Unit of the Washington State Commission for Vocational Education. Field testing of the guidelines was conducted during the 1979-80 academic year by home economics teachers.

The charts on the following pages were designed to help the teacher assess: a) the learning environment and b) new and/or existing resources. On the first chart, *Sex Equity in the Teaching Environment*, a teacher can rate: 1) his/her own behavior; 2) student awareness; 3) school/community attitudes; 4) facilities and equipment; and 5) occupational preparation. After responding to the items, the teacher is able to locate strengths and weaknesses within those areas and determine what needs to be done to create a more equal environment. Students may rate these areas as well. Or a supervisor may evaluate the teaching environment and compare the results with the individual teacher.

The second device, *A Guide For Review of Sex Equity in Resource Materials* can be used to review textbooks, pamphlets, films, filmstrips, and other resources. To complete the review, respond to the categories: 1) role portrayal; and 2) language. Each of these categories is described, to help the teacher evaluate the resources more effectively. Space is provided for comments and final evaluation.

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Acknowledgement is given to Dr. Charlotte J. Farris, Cornell University, for her source book, *Expanding Adolescent Role Expectations*, and to Dr. Elizabeth M. Ray, The Pennsylvania State University, for her work on *Project to Update Textbooks and Materials in the Home Economics Curriculum Resource Center with Particular Attention to the Elimination of Sex Biased Stereotyped Materials*. Their cooperation in sharing these materials is appreciated.

(continued on next page)

SEX EQUITY
IN THE TEACHING ENVIRONMENT

Directions: *Using the following device to rate—on a scale of 1-5—your teaching environment for sex equity, respond to each item by placing an X in the appropriate space. After completing the device, look to see where strengths and weaknesses are apparent.*

NO EFFORT HAS BEEN MADE WE'RE TRYING MUCH EFFORT HAS BEEN MADE

	NO EFFORT HAS BEEN MADE		WE'RE TRYING		MUCH EFFORT HAS BEEN MADE
	1	2	3	4	5
I. TEACHING BEHAVIOR					
1. Course content provided is the same for students of both sexes.					
2. Learning activities provided are the same for students of both sexes.					
3. Disciplinary action administered to males and females is the same.					
4. Comparison of male/female achievement in regard to accomplishments, attitudes, and behavior is avoided.					
5. Identification of terms is gender-free, i.e., "human," "person," instead of "man."					
6. Equal attention in regard to support and criticism is given to students of both sexes.					
7. The evaluation process used is the same for students of both sexes.					
8. Ongoing evaluation of program addresses sex equity.					
9. Human liberation is emphasized, rather than the liberation of one sex.					
10. Students' attitudes are being developed, as well as their knowledge and skills.					
11. Teacher serves as a model, free of sex role expectations.					
12. Nonverbal teacher behavior is analyzed in regard to eye contact and acceptance cues for students of both sexes.					
13. Student awareness of existing sex bias materials is evident.					
14. Teacher is aware of myths and realities—in relation to gender—that affect behavior.					
15. Each course is taught without stereotyping roles.					
16. Differences in individual ability are recognized but not associated with gender.					
II. STUDENT AWARENESS					
17. Students of both sexes are encouraged to belong to youth organizations.					
18. Students are encouraged to examine the lack of sex equity in a variety of situations.					
19. Students are acquainted with non-traditional roles through course content.					
20. Learning activities accurately reflect broadened roles for family and work.					

NO EFFORT HAS BEEN MADE — WE'RE TRYING — MUCH EFFORT HAS BEEN MADE

	NO EFFORT HAS BEEN MADE 1	2	WE'RE TRYING 3	MUCH EFFORT HAS BEEN MADE 4	5
21. An awareness of language which portrays sex equity is developed.					
22. Students can identify the lack of sex equity in their education and personal lives.					
III. SCHOOL/COMMUNITY					
23. Scheduling of classes is flexible enough to permit all students to elect home economics.					
24. Criteria for course selection is identical for males and females.					
25. Other teachers view the home economics program suitable for males and females.					
26. Materials are available to acquaint the parents and community with the attempt to achieve sex equity in the home economics program.					
27. Administrators promote sex equity in the total school program.					
28. Guidance counselors work cooperatively with the program to reflect the concept that both males and females need homemaking skills.					
29. A variety of ways are used to inform school personnel and parents about current course content and its relevancy to males and females.					
IV. FACILITIES and EQUIPMENT					
30. All students have the same access to tools and equipment.					
31. The department is furnished appropriately for both males and females.					
32. Bulletin boards/display cases show that both males and females are involved.					
33. Fitting rooms/areas provide sufficient privacy for all students.					
34. Protective clothing required in a classroom setting is of unbiased design.					
35. Furnishings and toys in the child development laboratory are equally accessible and appealing to either sex.					
V. OCCUPATIONAL PREPARATION					
36. Both males and females are encouraged to recognize that their lives may include work, homemaking, and/or parenting.					
37. Complete career information and encouragement is given to all students in consideration of their needs, interest, and abilities.					
38. Based on their interests and aptitudes, students are assisted in the development of career plans without regard to sex.					
39. An active public relations program informs community of the contributions that the programs make to the labor force.					
40. Students are placed in jobs which show evidence of sex equity.					

GUIDE FOR REVIEW OF SEX EQUITY IN RESOURCE MATERIALS

Directions: Select a resource for review and record the appropriate information.

TITLE _____

Author/Producer _____ **Copyright Production Date** _____

Name of Reviewer _____ **School** _____

Read the descriptions of the two categories, *Role Portrayal* and *Language* in column I below.

a. Read preliminaries such as foreword, introduction, etc.
b. Observe every 20th page for materials over 200 pages and a smaller number for materials of fewer pages.
c. Seek out illustrations to get a fair assessment.
d. View or listen to visual materials, records, cassettes in their entirety.

Using the selected plan, record your evaluation in the following way:

SECTION A.
Support Evaluation — Make specific comments in column II. For easy reference, identify page or frame number(s) as related to comments.

SECTION B.
Further Comments—Write any additional notes about the resource that may not fit into the two categories, *Role Portrayal* and *Language.*

SECTION C.
Final Evaluation—On the basis of your Support Evaluation (A), check the appropriate Final Evaluation column (C) for the category being rated.

Base decision to use a resource on the number of positive responses recorded in the Final Evaluation column.

I. CATEGORIES	A. SUPPORT EVALUATION	C. FINAL EVALUATION		
ROLE PORTRAYAL	A. SUPPORT EVALUATION	Usually	Sometimes	Rarely
1. Females and males are represented equally in main and supporting roles and in illustrations.				
2. Both females and males are described as having a variety of positive traits, abilities, and expectations.				
3. Various racial and social class groups are represented.				
4. About the same number of women and men are referred to in the text, in case studies, questions and suggested activities.				
5. Females and males are described in a wide variety of home, family, school, work, and community roles, and activities.				
6. Narration of audiovisuals is shared equally by female and male.				
LANGUAGE				
1. Language is neutral in gender and equally applicable to females and males.				
2. Description of females and males are parallel, i.e., husband/wife, not man/wife.				
3. Stereotyped assumptions and descriptions are avoided.				

B. FURTHER COMMENTS: